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Presented is an experimental outline of a program designed to teach basic skills needed for word-recognition and understanding, in addition to other aspects of total reading skill. Part I presents components of sequential learning in reading skills, consisting of word perception, word identification, word meaning, comprehension, critical reading and good study habits. Each skill is presented in its respective section, and basic skills contributing to that skill are outlined.

In Part II, skills are presented in the order in which they should be taught. A sequential outline is presented covering skills to be attained before grade one through the seventh grade. Specific teaching techniques are suggested regarding each of the particular skills to be reviewed at each grade level.

Part III presents an informal teacher-made diagnostic test designed to test the degree of student achievement with each skill. The test is designed to supplement the Iowa Basic Skills Test, used only to test vocabulary and reading comprehension.

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WE BELIEVE THAT THIS PROCESS MAY ASSIST IN DEVELOPING AND STRENGTHENING THE SKILLS OF THIS SUBJECT.

IT WILL BE NECESSARY IN THE FUTURE TO MAKE CHANGES, ADDITIONS AND DELETIONS TO THIS PROCESS.

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ED002601

SYRACUSE CITY SCHOOL DISTRICT

DR. FRANKLYN S. BARRY
Superintendent of Schools

A PROGRAM OF SEQUENTIAL LEARNING IN READING SKILLS

Developed by:

Charlene H. Byrd

Mr. Joseph Bongo, Principal
Madison Junior High School

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WORD PERCEPTION SKILLS: ATTACK, ANALYSIS, RECOGNITION

Expected Skill Mastery (Primary and intermediate levels)

1. Visual discrimination of capital letter forms
2. Visual discrimination of lower case forms
3. Auditory perception of beginning consonants
4. Perception of number groups

Skills To Be Reinforced, Maintained, and Emphasized for Mastery

Skill I: Using Word Form or Configuration Clues in Associating a Particular Symbol with a Known Word

1. Providing visual and auditory stimuli to train pupils to discriminate word symbols
2. Teaching pupils to remember the form, shape, length, height, and striking characteristics of words

Skill II: Identifying Unknown Words Through Use of Context or Meaning Clues

1. Inferring meaning from pictures
2. Inferring meaning from groups of objects
3. Combining context with phonetic and/or structural analysis to arrive at pronunciation
4. Using context to check suitability of word tentatively identified through other recognition techniques
5. Constructing concepts for words by considering the sentences preceding and following
6. Meeting a word in many different contexts and associating many meanings for quick and accurate recognition

Skill III: Using Phonetic Analysis to Unlock an Unknown Word by associating Appropriate Sounds with Printed Symbols and Blending the Sounds into Word Wholes

1. Auditory and visual perception of single consonant sounds in all positions (beginning, middle, and end)
2. Recognition of likenesses and differences

3. Auditory perception and visual discrimination of consonant blends

   bl, cl, br, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr

4. Recognition of consonant digraphs

   ch, th, sh, wh, ng

5. Recognition of frequently used phonograms

   at, in, ot, an, en, ay, ill, all, un, old, ell, ing, et, ight

6. Identification of vowel sounds

   a. Short sounds
   b. Long sounds

7. Recognition of two-letter vowel combinations
   ee, oo, aw, ew, ow, oi, oy, ou

8. Recognition of vowel sounds affected by r

   er, ir, or, ur

Skill IV: Using Structural Analysis to Discover Familiar Word Elements as a Clue to Pronunciation and Meaning

1. Recognition of Root words in derived forms

2. Recognition of endings in inflected word forms

   s, es, ies, ed, ing, er, est, ten, ly, y

3. Recognition of prefixes and suffixes and their meanings

   a. Prefixes: re, un, de, inter, post, ex, pre, pro, trans, per, ad, ante, sub, sur, fore, etc.

   b. Suffixes: ful, or, er, age, ward, ment, less, ours, ness, body, able, tion, sion, cion, etc.

4. Recognition of compound words

   a. Visual discrimination

   b. Words as meaning units

5. Division of words into syllables (pronounceable units) (Teaching principles of syllabication as need arises)

6. Recognition of contractions

Skill V: Learning to Use the Dictionary and/or Glossary as an Aid to Word Recognition and Analysis

1. Alphabetizing

2. Syllabication

3. Vowels, accents, guide words

4. Respelling for pronunciation

5. Use of pronunciation key

6. Definitions

   a. Levels of meaning

   b. Multiple meanings

Aims:

1. To help pupils recognize words which they understand but which are not in their immediate sight vocabulary

2. To provide for review, instruction, and practice in skills which will insure that every pupil can attack words with ease (ie.procedures for independent word identification)

Skill I: Identification of Affixes

A. Fifteen most frequently used prefixes:
ab, ad, be, com, de, dis, en, ex, in (into, in (not), pre, pro, re, sub, and un

B. Twenty-seven common suffixes:

ion, tion, ation, er, ment, ful, ence, ance, ant, able y, al, ours, ity, ty, ant, ure, ness, en, ly, ary, ive, an, ian, n, less, and ic

C. Inflectional verb forms:

s, es, d, ed, and ing

D. Superlative est

Skill II: Syllabication (word or remaining root broken into syllables by following two general steps)

A. Silent vowels are identified

(1) A final e in a word with more than one vowel is silent

(2) Vowel digraphs are noted. Usually when two vowels are side by side they have only one vowel sound.

(a) First vowel is sounded and long most frequently

(b) Either vowels may be long or short, or two vowels may have sound not usually associated with either

B. Syllables are formed so that one sounded vowel is in each. " A syllable is a word or a part of a word which is an independent sound group made up of almost any number of letters, but containing only one sounded vowel."

(1) When only one consonant is found between two sounded vowels, it is used to begin the latter syllable

(2) When more than two consonants are found between sounded vowels, one is used to complete the first syllable, and the rest begin the second

example: in-struction
kines-thetic

(3) When two consonants are found between sounded vowels, the consonants are split

example: mas-ter
found-er

(4) Consonant digraphs act as single consonants

example: diph-thong
em-phasis

(5) When a consonant comes before le at the end of a word, that consonant usually begins the last syllable, and the l takes on the function of a vowel

example: ta-ble
crum-ple

(6) When d or t comes before the ed suffix, the ed forms a separate syllable

example: recommend-ed
separat-ed

Skill III: Phonetic Application

(Phonics are applied in pronouncing each syllable. Check Reading Ladders for enumeration of skills involved in phonetic analysis)

Skill IV: Affixes added

(Affixes are added to pronounce the entire word. See Skill #I)

Skill V : Checking in Context

The pronunciation is checked within the context im which the word was found

example: wound, compress, minute

Skill VI: Use of Dictionary and Glossary

(When skills 1-5 are insufficient as aids in word identification, use is made of the dictionary and/or glossary. See Reading Ladder for specific skills)

Skill VII: Use of Diacritical Markings and the Accenting of Syllables

(See skills taught under use of dictionary and/or glossary)

Skill VIII: Use of Context

Intelligent guesswork with phonetic corroboration

Reading beyond the unknown word

WORD MEANING SKILLS

Skill I: Affixes

- A. Specific meanings of prefixes and suffixes
- B. Analysis of words
  - 1. Determining roots (removing affixes)
  - 2. Reaffixing affixes
  - 3. Discussing meaning of root words
  - 4. Noting shifts or changes of meaning caused by affixes
- C. Selection of known root words and addition of affixes, noting shifting meanings

Skill II: Context

- A. Inferring meaning by using total context in which the word is found (word pronounced but not understood)
  - 1. May be whole chapter or story
  - 2. May be total paragraph in which word is found
  - 3. Checking of sensible guesswork by using dictionary
- B. Determining which of several possible meanings is appropriate
  - 1. May be in total paragraph or story
  - 2. Will require that pupils prove correctness of meaning

Skill III: Using the Dictionary

- A. Alphabetization (beyond second letter)
- B. Understanding and use of diacritical markings
- C. Selecting from many meanings or definitions the one that fits the context
- D. Comparing different meanings of same word in sample contexts

Skill IV: Developing Difficult or New Words

- A. Seeking specific meaning through the analysis of affixes and root, context, and use of the dictionary

B. Developing specific meanings within a particular context, and then providing other contexts

C. Studying word relationships (Synonyms, homonyms, antonyms)

Skill V: Recognizing Shifting or Changing Meanings

A. Influence of time or year during which word was used

B. Word usage as a changer of word meaning

C. Chronological age and experience as influences on word meaning

D. Effect of regional differences on word meaning

Skill VI: Connotation and Denotation

A. Recognizing the exactness which some words convey, and the shades of meanings which they may imply

1. Specific meanings

2. Abstract meanings

3. Synonyms (and words having no synonyms)

B. Understanding how words function

1. Summarizing ideas or concepts (democracy)

2. Describing (delicious)

3. Denoting (tree)

4. Giving movement (amble)

5. Generating feelings (stealthily)

6. Eliciting images (home)

C. Recognizing personal role played by reader or writer in giving meanings to words

COMPREHENSION SKILLS

Basic:

Understanding the concept of the phrase, sentence, and paragraph (full meaning not conveyed by the single word: carried by combinations of words into phrases and sentences - concept of grammatical structure; grasping meaning of units of increasing size: word, phrase, sentence, paragraph, whole selection)

Skill I: Getting the Main Idea or Gaining a General Impression

Steps in developing the skill:

1. Reading short selections and selecting the best titles from several listed
2. Reading short selections and giving them titles in the children's own words
3. Reading chapter titles and attempting to predict what the author is going to say
4. Reading introductions of chapters and noting carefully just what the author has outlined
5. Reading chapter summaries and telling, in a simple sentence, what the chapter covered
6. Rapidly skimming titles and subheads of selections and attempting to list details which will give a general impression of the entire selection
7. Reading paragraphs and reducing them to a simple sentence by paraphrasing the author
8. Reading the first and last sentence of an entire selection and attempting to fill in the main idea
9. Turning subheads and subtitles into a question, the answer to which will be the main idea of the paragraph or paragraphs
10. Using the newspaper and presenting clearly stated problems; asking pupils to skim rapidly for solutions

Skill II: Reading to Note Relevant Details (needed for complete understanding of main idea)

Steps in Developing the Skill:

1. Selecting paragraphs containing clearly stated main ideas and several supporting details; reading main ideas and identifying them with pupils; asking pupils to write down details they hear; having pupils compare details they have selected

2. Stating main ideas and having pupils read selections for details that will explain or support the ideas

3. Listing all details given in particular paragraphs or selections; classifying the details, as to their contribution to the main idea, as important, as merely informative, or as actually unnecessary (will aid pupil in seeing that he can "let words go" when they are not essential to his purpose for reading the selection)

4. Discussing various problems (example from social studies, science, or other content subjects); Discussing problems carefully and listing information children already have on the problem from previous experiences; deciding through discussion what information is needed to solve the problems and eliciting opinions as to where the information might be found; having children gather information and discuss relevancy of each contribution; organizing the details gathered (listing all relevant details on board and numbering them in order in which they should appear for giving best solution to problem)

Skill III: Reading to Predict Outcomes or Solutions (also Drawing Conclusions)

Discussions concerning generalizations and problems of drawing logical and reasonable conclusions

Stressing importance of getting facts

Encouraging wide reading to find definite information and to get at facts; finding proof; examining basic assumptions; studying the adequacy of presentations

Skill IV: Reading to Follow Directions (Requires careful listening, establishing mental pictures or writing down sequence of directions, and attempting to see the reason for participating in the activity)

Prerequisites: full attention and expectation of a definite sequence of data; can be checked for accuracy

Steps or activities in the development of the skill:

1. Having children play games in which directions are given on how to make something, how to reach certain places, how to play a game; have directions executed and/or repeated for group

2. Giving the responsibility of assignments to children who can command attention of classmates and check to see that directions are accurately recorded

3. Providing opportunities for children to give and read announcements, both to classmates and to other classes; pointing out that such activities require careful, sequential statement of facts and directions

4. Stressing directions preceding each classroom activity; checking effectiveness by having individual children to review directions before activity is begun

5. Stressing need for careful attention to printed directions at beginning of units in workbooks, tests, or projects, etc.

6. Devising situations in which children can become well-versed in giving and/or following directions (visitors, activities, etc.)

Skill V: Reading to Establish Sequence (requires definite order of facts presented); basis for predicting what is to follow, for establishing cause/effect relationships

1. Arranging sentences and paragraphs in proper order

2. Learn ing to develop outlines

3. Studying examples of the necessity for sequential order of facts or ideas: example - comic strips, date lines, chronological events in the lives of great people; developmental stages of an insect or animal, cooking recipes, etc.

4. Summarizing

Skill VI: Reading to Gain Visual Images (ability to visualize from word pictures alone; contributes greatly to the accuracy with which pupils comprehend)

1. Calls for supplementing text with vivid word pictures and audio-visual materials

2. Comparing new concepts to well-known concepts

3. Having children discuss visual images of what they read (what they see, hear, smell or feel)

4. Calling attention to figurative language and the manner in which it gives added imagery to the sentence

5. Encouraging use of figures of speech

6. Role playing to establish images

Skill VII: Reading to Discover the Author's Organization (awareness of manner in which information is presented)

Considerations: Ask these questions:

1. Does the author state his topic clearly? Do I really know what he is talking about?

2. Does he provide any study questions which might guide my reading?

3. Are there illustrations which might help me understand the points he presents?

4. Does he give warning of points to be made, such as: "There are four reasons why the South was not concerned about Lincoln's statement"?

5. Does he use occasional transitional words or phrases which might help me, such as, "In the first place," "Contrary to what we had expected"?

6. Do there appear to be sufficient details to give understanding of the main ideas?

CRITICAL READING SKILLS

Skills of word meaning and comprehension must precede these high-level skills which require more specialization, more creative reading, more interpretation of readers' reactions to ideas they comprehend. They call for reading between the lines: accepting, rejecting, interpreting, and judging.

Skill I: Expressing Reactions to Material Read

Skill II: Expressing Opinions Concerning the Authenticity of the Author's Statements

- A. Deciding whether statements are true, partly true, or false
- B. Determining the author's credentials and authority in field about which he writes

Skill III: Making a Distinction Between Fact and Opinion

Skill IV: Determining the Author's Purpose in Writing a Particular Article or Story

Skill V: Analyzing the Language of the Author

- A. Slanted writing
- B. Loaded words
- C. Clichés
- D. Figures of speech
- E. Levels of meaning

Skill VI: Learning Techniques of Propaganda and Advertizing

Skill VII: Learning to see Implications of Material for Oneself and Others

Skill VIII: Evaluating Statements in the Light of One's Own Experiences

Skill IX: Interpreting an Author's Aim or Purpose and Making Personal Applications

STUDY SKILLS

To be developed concomitantly with other reading skills

Skill I: Selecting and Evaluating Information

1. Selecting parts of stories to illustrate particular emotions
2. Selecting words, phrases, sentences, paragraphs, and stories to illustrate or prove a point or to give information
3. Finding parts of stories which describe characters
4. Finding answers to specific questions
   (a) Raised by teachers
   (b) Raised in discussion
5. Finding main ideas and relevant details
6. Finding details that are informative but not necessary to the understanding of the main idea
7. Selecting and evaluating information which supports a generalization or a conclusion
8. Examining statements to determine whether they represent fact or opinion
9. Locating and evaluating statements used as propaganda devices to inform, convince, dissuade, etc.

Skill II: Organizing What Is Read

1. Selecting bits of information from several sources in order to solve a problem or answer a question
2. Classifying, under appropriate headings, the steps required of a construction activity
3. Placing in chronological order several events from history
4. Listing events pertaining to a particular occurrence in history
5. Summarizing paragraphs in a single sentence and combining sentences to illustrate the organization of a chapter or selection
6. Gathering facts, figures, making charts, graphs, or maps to illustrate unit work.
7. Outlining

Skill IIf: Remembering What Is Said

1. Recalling details to draw accurate pictures or diagrams
2. Reading with intention of remembering ideas relevant to a specific problem
3. Recalling the speeches of characters in a story and dramatizing the story
4. Recalling sequence of events in a story
5. Establishing cause and effect relationships
6. Reading for main ideas and attempting to write them down in simple terms
7. Recalling relevant details to support a main idea
8. Taking notes; striking out unnecessary points; starring most important points
9. Preparing brief outlines of chapters; reviewing by filling in details under each part of the outline

Skill IV: Following Directions

1. Understanding directions simply and clearly in proper sequence
2. Repeating directions to check accuracy
3. Reproducing written directions
4. Interpreting oral directions
5. Executing simple experiments or construction activities from an outline to test ability to follow directions

Skill V: Locating Information

1. Using the dictionary
   (a) Locating words
      (1) Knowledge of sequence of alphabet
      (2) Use of guide words
      (3) Alphabetizing
      (4) Inflected words

(b) Pronunciation skills

(1) Knowledge of variant vowel and consonant sounds

(2) Diacritical marks

(3) Key words

(4) Accents

(5) Phonetic spelling

(c) Determining meaning

(1) Multiple meanings

(2) Application of dictionary symbols

(3) Location of all words with speed and accuracy

(4) Selection of appropriate meanings in relation to context

2. Using encyclopedias, card catalog, Reader's Guide, almanacs

3. Studying a textbook

(a) Cover: binding, color, print

(b) Title page

(c) Preface, introduction, or foreword

(d) Table of contents

(e) Lists of illustrations, tables, maps

(f) Bibliography

(g) Appendix

(h) Index

PART II

GRADE DESIGNATION OF READING SKILLS

as set forth in

The Sheldon Basic Reading Series

Teacher's Edition

Allyn and Bacon, Inc.

Basic Skills

(Before Grade 1)

Initial Readiness Program

1. Auditory and visual discrimination
2. Listening to and following directions
3. Following left-to-right visual progression
4. Perceiving objects and classes of objects in a picture
5. Interpreting picture content through inferring the action and speech of the characters in a picture
6. Creating oral text for a picture story in sequence- as preparation for reading at the pre-primer level, where children associate the oral text they supply for a picture story with the printed words.

Grade 1 - First Reader

Aims

1. To introduce and add 182 new words to reading vocabulary

2. To ensure the development of fundamental concepts relating to the ever-expanding world of the first grade child

3. To develop further the ability to use picture, context, configuration, and phonetic clues to identify or recall printed words

4. To promote word recognition ability through:

   a. Developing further the visual-auditory perception of the following sixteen initial consonants - b, c (k sound), d, f, g (hard sound), h,j,l,m,n,p,r,s,t,w,and y

   b. Developing the visual-auditory perception of the initial consonant digraphs ch,sh,th (voiced and unvoiced) and wh (in when)

   c. Developing the visual-auditory perception of the following fifteen initial consonant blends: br,dr,fr, gr,pr,tr, bl, cl, fl, gl, pl, sl, sm, sn, and st; and the final blends nd, ld, nt, and st

   d. Developing visual-auditory perception of rhyming words

5. To develop skill in using consonant substitution as a means of attacking new words

6. To develop the ability to use structural analysis in recognizing contractions, compounds of known words and familiar words to which the endings s, 's, ed, and ing have been added or deleted

7. To extend word meanings through supplying or identifying familiar words with contrasting or opposite meanings, through indicating the meanings of the singular and plural forms of nouns, and through activities which develop the multiple meanings of certain familiar words

8. To increase comprehension through activities involving classifying, making inferences, drawing conclusions, perceiving relationships, following directions, identifying main ideas and important details, and recalling events in sequence

9. To carry on to new and higher levels reading and work habits, attitudes, appreciations, and oral language skills which have received initial emphasis at the readiness, preprimer, and primer levels

Major Emphasis

To increase reading vocabulary, to develop word recognition and comprehension skills which will assist child in learning to read independently and to enjoy reading as a meaningful and satisfying experience

Grade 2

Aims

1. To increase word recognition ability through phonetic analysis, learning to substitute initial consonants in familiar words, and through giving practice in recognizing consonant blends (such as bl, br, st) and reviewing the short and long vowel sounds of a, e, i and o and introducing the long and short sounds of u.

2. To increase structural analysis skill through developing the ability to identify parts of compound words and contractions, and to use the endings s, es, d, ed, ing to make new words from familiar words

3. To increase skill in using context clues to identify unfamiliar words

4. To extend word meaning through:

   a. identifying words that sound alike but have different meanings (homonyms), such as be and bee, blue and blew, wood and would

   b. supplying antonyms and synonyms for familiar words

   c. discussions and dramatizations of the different meanings of words and phrases

5. To extend comprehension through activities involving classifying, generalizing, making inferences, interpreting feelings, perceiving relationships, finding main ideas, and recalling important details in sequence

6. To develop such reading-study skills as alphabetizing, the reading of single maps, using the contents pages of a book (to predict what certain stories will be about), and following simple written directions

Grade 2 - Specific Skills to be Taught

I Vocabulary Building

A. Use of combination of techniques to unlock unfamiliar words (sight recognition, picture and context clues, phonetic and context clues, phonetic and structural analysis)

B. Development of meaning of new words

1. Antonyms
2. Synonyms
3. Homonyms
4. Simple definitions
5. Words with more than one common meaning

C. Phonetic analysis

1. Initial consonants (consonant substitution)
example: new: corn from familiar horn

2. Consonant blends

a. Review of initial blends br, dr, fr, gr, tr, bl, cl, fl, gl, pl, sl, sm, sn, sp, st, and sw

b. New: cr, tw, thr, str

c. Review final blends: nd, ld, nt, st

3. Digraphs

a. Vowel digraphs: oo, ee, ea, ai, ay, au, aw, and ow (blow)

b. Consonant digraphs: ck, ch, ng, sh, wh, th, kn, and wr

4. Vowels

a. Review short and long sound of vowel a, e, i, and o

b. Introduce long and short sounds of u

D. Structural analysis

1. Review known compounds, roots, prefixes, suffixes, and inflectional changes

2. Teach compounds in which one part is a known word and the other part is new

3. Identify root words

4. Teach two types of inflectional changes

a. Dropping final e before adding an ending

b. Doubling the final consonant before adding an ending

II Reading Comprehension

A. Locating the main idea

1. Viewing pictures to locate main idea

2. Using titles to anticipate what the story will be about

3. Selecting titles which express the main idea of a story

B. Recalling the sequence of story development

1. Activities providing opportunities for retelling stories

2. Following directions on a simple map

3. Learning poetry

4. Dramatizing stories

5. Recalling stories from a sequence of pictures

6. Following two or more directions in the proper order

7. Arranging pictures in sequence for TV-scrolls

8. Rearranging story events in proper order

C. Generalization and the classifying of related ideas

Activities which help children to tell one way in which a number of animals or objects are alike (birds, squirrels, and mice live in nests)

Classifying objects according to levels of abstraction (a house and a barn are buildings)

D. Recognizing the emotional reactions of story characters

1. Interpreting the moods of characters

2. Finding words or ideas which suggest moods and predicting how a character will react in terms of the moods

E. Following directions

(Developed through listening to and acting upon oral and simply written directions)

F. Drawing conclusions

Depends on ability to associate story events with one's own knowledge and experiences

G. Making judgments

H. Critical reading

*Ability to distinguish between fact and fancy

Grade 3

Aims

1. To increase word recognition ability through skills in using context clues

2. To increase word recognition ability through phonetic analysis: learning to substitute initial consonants, consonant blends and consonant digraphs in familiar words to make new words; learning the sounds of vowels, digraphs, and dipthongs, and the principles involved in their pronunciation

3. To increase word comprehension by selecting homonyms, antonyms, and synonyms for new and familiar words; by learning to recognize the meaning of such endings as er and est when added to the root word; and by discussing the different meanings of words and phrases

4. To increase word recognition ability through structural analysis: identifying parts of compound words and contractions, learning the basic principles of syllabication, and recognizing the meaning and use of prefixes and suffixes

5. To extend reading comprehension through activities involving classifying, generalizing, making inferences, interpreting feelings, perceibing relationships, finding main ideas, skimming, and recalling important details in sequence

6. To develop reading-study skills such as the ability to use the contents pages of a book, to read and develop maps, and to put words in alphabetical order as a first step in the use of the dictionary

Specific Skills to be Taught

I Vocabulary building

Use variety of methods to help pupils achieve independence in word recognition: sight recognition, context clues, configur - ation, phonetic and structural analysis

A. Context clues

1. Experience

2. Analogy

3. Definition

B. Phonetic analysis

1. Consonants

a. Use of double consonant as guide to syllabication and pronunciation
b. Use of silent consonants

c. [illegible]

a. Review initial blends: br, cr, dr, fr, yr, pr, tr, bl, cl, fl, gl, pl, sl, sm, sn, sp, st, str, sw, tw, thr, sk

b. Review final blends: nd, ld, nt, st, nk, pt

3. Digraphs

a. Introduce vowel digraphs: oo, ee, ea, ai, ay, ou, ew, oa, and ow (as in arrow)

b. Introduce consonant digraphs: ck, ch, sh, wh, th, ng, and wr

4. Vowels

a. Review sounds of short and long a, e, i, o, and u

b. Review and/or introduce vowel principles

1. Silent e

2. Two vowels together

3. Vowel between two consonants

4. Vowel followed by twin consonants

5. Effect of r on e, i, or u

6. Effect of r on a or o

7. Effect of l, w, or u following a

C. Structural analysis

1. Compounds

2. Root words

3. Prefixes

review re, un, and dis

4. Suffixes

a. Review er, est, ed, and ing

b. Introduce y, ly, less, and full

5. Inflectional changes

a. Dropping final e before adding <u>ed</u> or <u>ing</u>

b. Doubling final consonant when preceded by short vowel before adding ed, ing, er, est

c. Word ending in le preceded by consonant - last syllable usually includes consonant with the le

II Reading comprehension

A. Locating the main idea

B. Recalling the sequence of story development

C. Generalization and the classifying of related ideas

D. Understanding moods setting, and characters in a story

E. Following simple three or four step written directions

F. Drawing conclusions

G. Critical reading

H. Skimming sentences or paragraphs to verify information

Grade 4

Aims

1. To increase word recognition ability through use of context clues and phonic and structural analysis

2. To extend word meanings through practice in selecting antonyms, homonyms, and synonyms for new and familiar words; and through practice in using descriptive words and phrases

3. To increase reading comprehension through exercises in classifying and contrasting, generalizing, making inferences, interpreting the feelings of story characters, perceiving relationships, recalling the sequence of story development, skimming, outlining, and summarizing

4. To develop such study skills as the ability to use the dictionary, encyclopedia, glossary, maps, and the index and table of contents of a book

Specific Skills to be Taught

I. Vocabulary building

A. Context clues

1. Experience

2. Analogy

3. Definition

B. Phonic analysis

1. Vowels

Review vowel principles stated previously (grade 3)

2. Consonants

a. Many consonants are silent, such as second letter of double consonant (bell, digging)

Use of double consonant as guide to syllabication and pronunciation when it appears in the middle of words

b. Silent consonant as important indication of word meaning (knot, not)

c. Silent consonants, often causing confusion (patch, wring, ghost, wedged)

3. Consonant substitution

4. Digraphs

   a. Review vowel digraphs: oo, ee, ai, ia, oa, ow (as in show) ew, au, ie, ei, oe, ue, ay

   b. Review consonant digraphs: ck, ch, ng, sh, wh, ph, th, gn, and wr

5. Diphthongs

   Review: oi, oy, and ow (as in how), and "murmuring" diph - thongs (er, ir, and ur)

C. Structural analysis

1. Compounds (one part familiar, one part new)

2. Root words

3. Prefixes

   a. Review: a, ad, al, de, dis, ex, im, in, mis, per, pre, re, and un

   b. Introduce: anti, pro, be, non, sur

4. Suffixes

   a. Review: able, ance, ant, ation, d, ed, en, ence, ent, er, est, ful, ing, ion, less, ly, ment, ness, or, s, sion, tion, and y

   b. Introduce: ible and ist

5. Inflectional changes

   a. Dropping final e before adding a suffix

   b. Doubling final consonant before adding a suffix

   c. Changing y to i, d to t (build, built), and f to v (wolf, wolves)

D. Syllabication

1. Single consonant between two vowels

2. Double consonants between two vowels

3. Different consonants between two vowels

4. Consonant before le

5. The suffix ed

E. Use of the glossary and dictionary

1. Types of words in glossary

2. Use of simplified phonetic key

3. Alphabetizing according to second and third letters of words

4. Facility in interpretation of accent and diacritical markings

5. Choosing the particular dictionary meaning which best fits the context

II. Reading comprehension

A. Locating main ideas

1. In entire selection

2. In single paragraphs

B. Selecting important details

C. Recalling sequence of story development

D. Generalization and classifying of related ideas

1. Relating ideas in terms of their common characteristics

2. Determining the relationship of groups of stories

E. Skimming

(Precedes outlining and summarizing)

F. Outlining

G. Summarizing

H. Understanding moods, settings, and characters in a selection

1. Understanding shifts in the mood of a story

2. Visualizing story setting

3. Interpreting the feelings and behavior of the characters

I. Following directions

Emphasis on written directions

J. Critical reading

1. Evaluating accuracy of story material
2. Checking facts with reliable sources
3. Adding to story material by writing new endings for interesting selections

Grade 5

Aims

1. To increase word recognition ability through the use of context clues and through phonetic and structural analysis

2. To extend word meanings through practice in selecting antonyms, homonyms, and synonyms for new and familiar words; and through practice in using descriptive words and phrases

3. To increase reading comprehension through exercises in classifying and contrasting, generalizing, making inferences, interpreting feelings, perceiving relationships, skimming, outlining, and summarizing

4. To develop such study skills as the ability to use the dictionary, encyclopedia, library cards, timetables, maps, and directories

Specific Skills to be Taught

I. Vocabulary building

Use of five approaches in presenting new words: context, phonetic analysis, structural analysis, syllabication, and use of the glossary and dictionary

A. Context clues

1. Experience

2. Analogy

3. Definition

B. Phonetic analysis

1. Review of phonetic elements already learned and review of principles which govern them

a. Vowels

(1) Vowels are usually short in words and syllables which end in a consonant
example: hat, can, mad, slen-der, mit-tens

(2) When a word ends in e, this e is usually silent and the vowel preceding it is long
example: mate, mistake, dare
exceptions: Live (either long or short)

(3) When two different vowels are together in a word or syllable, the first one often has a long sound and the second is silent
example - vowel digraphs: ea in beaver
oa in boat
ai in wait
exceptions: ea in spread and breath

(4) When the vowels e, i, o, or u, in a word or syllable are followed by r, the vowel sound is affected by the r
example: dancer, bird, sailor, church

(5) When the letter a is followed by l or w, the a often has a "rounded" o sound

example: call, draw

b. Consonants

(1) Use of the double consonant as a guide to syllabi - cation and pronunciation when it appears in the middle of words

example: mittens, digging

(2) Use of silent consonant as an indication of word meaning
example: silent k distinguishes between the meanings of the words knot and not
knew and new

(3) Careful attention to silent consonants which are often confusing and which sometimes cause misspell- ings and errors in pronunciation

examples: witch, wring, watch, wedged

c. Consonant substitution as a means for rapid analysis of new words with familiar elements

example: dawn - known word
yawn - new word
(awn - familiar part)
y for d - substitution

d. Digraphs

Review:

(1) Vowel digraphs

oo, ee, ai, ia, oa, ow (show), ew, au, aw, ie, ei, oe, ue, ay

(2) Consonant digraphs

ck, ch, ng, sh, wh, ph, th, gn, wr

Review general rule for pronouncing vowel digraphs

e. Diphthongs

Review: or, oy, ou, and ow (as in how); murmuring diphthongs: er, ir, ur

Relate new words with known words having the same element

example: poison
known words: spoil
disappoint

C. Structural analysis

1. Review known compounds, roots, prefixes, suffixes, and inflectional changes

2. Compounds

Teach recognition of new parts

3. Root words

4. Prefixes

(a) Review: a, ad, al, anti, be, de, dis, ex, im, in, mis, non, per, pre, re, pro, sur, and un

(b) Introduce: ac, com, and inter

5. Suffixes

(a) Review: able, ance, ant, ation, d, ed, en, ence, ent, er, est, ful, ible, ing, ion, ist, less, ly, ment, ness, or, s, sion, tion, y

(b) Introduce: al, ary, atory, ious, ity, ive, ous, th, ure, and ward

6. Inflectional changes

(a) Dropping the final e before adding a suffix

(b) Doubling the final consonant before adding a suffix

(c) Dropping a final le before adding ly (capable, capably)

(d) Adding n to a verb stem (grow, grown)

(e) Changing y to i, d to t (build, built) and f to v (wolf, wolves)

D. Syllabication

1. Single consonant between two vowels;

When a consonant comes between two vowels, the consonant usually beging the syllable: before (be fore)
belong (be long)

2. Double consonants between two vowels

   Usually, when double consonants come between two vowels, the first consonant ends the syllable and the second consohant is silent (bet ter, but ter)

3. Different consonants between two vowels

   When two different consonants, or a consonant and a blend, come between two vowels, the first consonant usually ends the syllable: also (al so), bargain (bar gain), instead (in stead)

4. Consonant before le

   When a consonant comes before le at the end of a word, that consonant usually begins the last syllable (can dle, bun dle)

5. The suffix ed

   When d or t comes before an ed ending, the ed forms a separate syllable (conduct ed, drift ed, depend ed)

E. Using the glossary and dictionary

1. Alphabetizing

   a. Review alphabetizing according to first letters

   b. Introduce use of second, third, and fourth letters

   c. Interpret accent and diacritical markings

   d. Choose appropriate definitions

II Reading comprehension

Review extension of skills learned previously

A. Locating main ideas

   1. Entire selection

   2. Single paragraphs

   3. Original titles for stories and paragraphs

B. Recalling the sequence of story development

C. Generalization and classifying of related ideas

   1. Supplying titles for groups of stories related in some particular way

   2. Listing familiar general topics and relating items to them

3. Presenting words of the same type and deriving general rules for various structural and/or phonetic changes

   example: syllabication of words containing double consonants between two vowels

D. Skimming

   Locating certain previously specified ideas or items of information

E. Outlining

   Simple approach

   example: dividing familiar stories into sections and selecting titles for each section; listing important ideas at random under each title; having children number ideas in proper sequence

F. Summarizing

   Recalling and selecting the most significant information, or the most important events, in a selection

G. Understanding moods, settings, and characters in a selection

   1. Understanding shifts in the mood of a story

   2. Visualizing the story setting

   3. Interpreting the feelings and behavior of the characters

H. Critical reading

   1. Relating experiences of pupils to those in stories

   2. Evaluating accuracy of story material

   3. Checking facts with reliable references

   4. Writing new endings for interesting selections

Grade 6

Aims

1. To increase word recognition ability through the use of context clues and through phonetic and structural analysis

2. To extend word meanings through practice in selecting antonyms, homonyms, and synonyms for new and familiar words; and through practice in using descriptive words and phrases

3. To increase reading comprehension through exercises in classifying and contrasting, generalizing, making inferences, interpreting the feelings of story characters, perceiving relationships, recalling the sequence of story development, skimming, outlining, and summarizing

4. To develop such study skills as the ability to use the dictionary, encyclopedia, library cards, time tables, maps and directories

Specific Skills to be Taught

I. Vocabulary Building

Five approaches to word building

A. Context clues

1. Experience

2. Synonym

3. Definition

B. Phonetic ananlysis

Intensive review of phonetic elements and of the principles

1. Vowels

2. Consonants

3. Consonant substitutions

4. Digraphs

Review vowel digraphs: ea, oo, ee, ai, ia, oa, ow (as in show), ew, au, aw, ie, ei, oe, ue, ay

Review consonant digraphs: ck, ch, ng, sh, wh, ph, th (as in they), ng, and wr

5. Diphthongs

Review: oi, oy, ou, and ow (as in how), and murmuring diphthongs (er, ir, and ur)

C. Structural analysis

Review known compounds, roots, prefixes, suffixes and inflectional changes

1. Compounds

2. Root words

3. Prefixes

a. Review: a, ac, ad, al, anti, be, com, de, dis, ex, im, in, inter, mis, non, per, pre, pro, re, sur, and un

b. Introduce: em and semi

4. Suffixes

a. Review: able, al, ance, ant, ary, ation, atory, d, ed, en, ence, ent, er, est, ful, ible, ing, ion, ious, ist, ity, ive, less, ly, ment, ness, or, ous, s, sion, th, tion, ure, ward, and y

b. Introduce: dom, ern, hood, ling, teem

5. Inflectional changes

D. Syllabication

II. Using the glossary and dictionary

A. Use of simplified phonetic spellings

1. Phonetic key

2. Diacritical markings

B. Use of dictionary

1. Alphabetizing, using fourth and fifth letters

2. Interpreting accent and diacritical markings

3, Choosing appropriate definitions

III Reading comprehension

A. Identifying main ideas

B. Recalling sequence of story development

C. Generalization and the classifying of related ideas

IV Skimming, outlining, and summarizing

Special emphasis for rapid location of needed information and organization of large amounts of subject matter

V Critical and interpretive reading

A. Interpreting moods, settings, and characterizations

1. Understanding subtle moods and shifts of moods expressed in writing

2. Visualizing descriptions

3. Interpreting the feelings and behavior of story characters

B. Developing sensitivity to expressive writing

1. Identifying a variety of moods

2. Interpreting and expressing characteristic moods through oral reading and dramatization

C. Developing the ability to visualize the setting, characters and action

D. Developing insight into the behavior, attitudes, and feelings of characters

E. Making inferences, drawing conclusions, and predicting outcomes

F. Developing the ability to read critically and with discrimination

Grade 7

Aims

1. To make reading enjoyable and to make the process of increasing reading achievement interesting and stimulating

2. To develop word recognition skills through the use of context clues, phonetic analysis, and structural analysis

3. To extend word meanings and understandings

4. To increase reading comprehension through exercises in generalizing, making inferences, interpreting the feelings of story characters, perceiving relationships, recalling the sequence of story development, skimming, outlining, and summarizing

5. To develop further those reading skills which utilize reading as a tool for gaining specific information

Specific Skills to be Taught

I. Concept development

A. Concrete concepts (objects and processes)

B. Chronological concepts (hours, seasons, history)

C. Tangible concepts (basic number facts and processes)

D. Spatial concepts (size, geometric shape, and distance)

E. Social concepts (adjustment to the environment): "co-operation," "patriotism," and "justice"

II. Vocabulary building

Review methods of independent word attack learned in first six grades: context clues, phonetic analysis, structural analysis, syllabication, and using the glossary and dictionary

A. Context clues

1. Experience

2. Synonym

3. Definition

B. Phonetic analysis

Intensive review of phonetic elements introduced in first six grades

1. Vowels

Review of five principles learned earlier

2. Consonants

   Review of principles learned earlier

3. Consonant substitutions

4. Digraphs

   a. Review vowel digraphs: ea, oo, ee, ai, ia, oa, ow (as in show), ew, au, aw, ie, ei, oe, ue, ay

   b. Review consonant digraphs: ck, ch, sh, wh, ph, th (as in they), ng, andwr

5. Diphthongs

   a. Emphasize two sounds blended closely when pronounced almost as one sound

   b. Review: oi, oy, ou, and ow (as in how) and "murmuring" diphthongs er, ir, and ur

C. Structural analysis

1. Compounds

   a. Two known words

   b. One part known

2. Root words

3. Prefixes

   Review: a, ac, ad, al, anti, be, com, de, dis, em, ex, im, in, inter, mis, non, per, pre, pro, re, semi, sur, and un

4. Suffixes

   Review: able, al, ance, ant, ary, ation, atory, dom, en, ence, ent, ern, ful, hood, ible, ion, ious, ist, ive, less, ling, ly, ment, ness, or, ous, sion, teen, th, tion, ure, ward, and y

5. Inflectional endings

   Review: d, ed, er, es, est, ing, s, n, and t

D. Syllabication

Stress three steps for dividing words into syllables

1. Identifying prefixes, suffixes, and inflectional endings

2. Identifying remaining silent vowels and identifying sounded vowels

3. Dividing words between each two sounded vowels

   a. Single consonant between two vowels: be-long

   b. Double consonants between two vowels: bet-ter

   c. Different consonants between two vowels: bar-gain, in-stinct, al-so, can-dle, bun-dle

E. Using the glossary and dictionary

1. Word recognition

   a. Special emphasis on principles of syllabication and phonetic analysis

   b. Attention to pronunciation rules and exceptions

2. Word meanings

   a. Identification of words

   b. Use of context to determine word meanings

   c. Use of dictionary and glossary

      1. Defining words

      2. Selecting words to fit specific definitions

      3. Getting practice in using and selecting synonyms, antonyms, and homonyms

III. Reading comprehension

A. Identifying main ideas

B. Recalling the sequence of story development

C. Skimming

1. Review of skimming involving the rapid location of previously specified ideas or of facts contained in familiar material

2. Review of skimming involving the rapid location of information contained in material not previously read

D. Outlining

1. Review and continue practice of skills begun in Grade 4 and extended to Grades 5 and 6

2. Review specific outline procedures

3. Extract main ideas and differentiate between subordinate details and main ideas, between relevant and irrelevant details

E. Summarizing

Writing accurate, clear, and concise summaries

IV Developing flexibility of reading rate

Shifting gears to be consciously taught and practiced

A. Takes place as materials vary

B. Takes place within materials as the density of ideas changes

V. Critical and interpretive reading

(Higher level reading comprehension skills)

A. Reading with discrimination

1. Discriminating between fact and opinion

2. Discriminating between relevant and irrelevant material

3. Discriminating between emotive and factual material

B. Reading for interpretation

1. Interpreting author's meaning

2. Interpreting author's purpose

3. Interpreting a character's actions, feelings, moods, and motives

4. Interpreting emotive material

5. Interpreting factual material

C. Reading to analyze

1. Perceiving relationships

2. Making inferences

3. Drawing logical conclusions

4. Predicting outcomes

D. Reading to visualize

1. Visualizing action

2. Visualizing Characters

3. Visualizing setting

VI Study Skills

A. Skimming

B. Outlining

C. Summarizing

D. Organizing ideas

E. Taking notes

F. Using the parts of a book

G. Using reference materials

H. Developing flexibility of reading rate

PART III

INFORMAL TEACHER-MADE DIAGNOSTIC TEST

Developed by:

Mrs. B. Silverman

PART III

INFORMAL TEACHER-MADE DIAGNOSTIC TEST

Background:

The primary division of classes for the seventh and eighth grades was based on the results of the IOWA BASIC SKILLS TEST of June, 1964.

In order to measure the individual growth of each child in the school year 1964-65, the I B S T will be given in October and June.

Since, for our purposes, the I B S T tests only vocabulary and reading comprehension, we felt it necessary to devise an informal reading skills diagnostic test which would pinpoint particular weaknesses.

Purposes:

This informal diagnostic test serves four basic purposes.

1. It analyzes individual strengths and weaknesses in reading skills
2. It provides the teacher with a classroom diagnostic record of weaknesses to aid in lesson and unit planning
3. It serves as a yardstick in measuring growth in the mastery of reading skills. (A similar test will be given late in the second term plus re-tests as units are covered)
4. In addition to the I B S T , the results of the informal test will be used in re-grouping the eight classes on the seventh and eighth grade teams.

Organization:

The test was divided into four sections

1. Consonants
   a, Beginning
   b. Final
   c. Blends
2. Vowels
   a. Long
   b. Short
   c. Teams
3. Word Structure
   a. Syllables
   b. Prefixes
   c. Suffixes
   d. Roots

4. Reading Comprehension and Related Skills

a. Outlining
b. Sequence
c. Main Idea
d. Comprehension
e. Vocabulary
f. Dictionary Skills

Recording of Test Data:

The results of the test will be recorded on a Classroom Diagnostic Record. This data will inform the teacher which skills should be stressed on an individual, group and class basis.

In addition, an Individual Reading Diagnostic Record will be kept for each child. This record will chart the growth, and continued weaknesses, of the child in reading skills as measured by the October and June teacher-made tests. It will also include the October and June I B S T scores.

This individual reading profile will be forwarded to the next teacher.

We believe that this record will promote continuity and provide a basis for a sound developmental reading program.

DIRECTIONS TO TEACHERS FOR BASIC SKILLS TEST

1. The first part of the test, which will be given the first day, is on phonics and structure. This test will be given in two (2) parts. Be sure to keep the two parts separated from each other. The first part is <u>not</u> to be given to the children but is to be <u>read</u> by you to them.

2. The sheets with tests 1, 2, 3, 4, 5, 6, 7, 8, and 9 are <u>not</u> to be given to the pupils. These tests are to be read by the teacher to the pupils.
They are tests which measure the children's abilty to hear sounds correctly. As you dictate each question, the student is to copy the answer on answer sheets.

   Tests 1 and 2, of the above, are to be given <u>only</u> to seriously retarded readers. These tests are to be given individually at the teachers' desks, <u>quietly</u>, while the other children in the class are occupied. They can be given at another time.

3. The sheets with tests 10, 11, 12, 13, are to be distributed to the class. The pupils are to answer the questions at their seats and to continue to write the answers on their answer sheets.

4. As indicated above, answer sheets will be given to the teachers to distribute to the classes.

5. A key will be given to each teacher to make scoring speedy.

6. Directions are written before each test which the teacher will read to the pupils.

7. Definitions of terms will be written by the teacher on the chalk board. See item #4 below.

8. A detailed chart will be given teachers to chart pupil's errors.

<u>The teacher will read the following directions to the students</u>:

1. I shall pass out an answer sheet to each one of you.
2. The first 9 tests will be read to you. As I read each question, you will write the answers on your answer sheet. Be sure you start at the right number when I begin.
3. Before each test, I shall read directions to you. Make sure you listen carefully.
4. I shall write on the chalkboard the definitions for each of the following terms. I shall explain their meanings to you.
   a. <u>Vowel</u>.....The vowels are a,e,i,o,u, and sometimes y
   b. <u>Consonant</u>..The consonants are all of the other letters except the vowels. b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z
   c. <u>Blend</u>..A blend is a mixture of two consonants. You can hear little of each consonant. ex. <u>bl</u> in blend
   d. <u>Digraph</u>..a digraph is two letters which make one sound. ex. th in thought

Sheet not to be passed out - Tests 1 & 2 are given at teacher's desk
Tests 3 - 9 are read to pupils

Test 1 IDENTIFYING UPPER CASE LETTERS (to be given to non-readers)

Directions to teacher: Have child come to teacher's desk. Show him the following block of letters and have him name the letters in order. Keep record only of errors on answer sheet. Do not fill in, if answer is corr

1. J D G W S H F O
2. V L K T M C A B
3. R Y N X I E U P
4. C I Q A Z

Test 2 IDENTIFYING LOWER CASE LETTERS (to be given to non-readers)

Directions: Follow procedure as for Test 1. Mark errors only on answe. sheet. Do not fill in if answer is correct.

1. p t o c q s m z
2. v f a d w b j y
3. p k x h l n g r
4. u i e o

Test 3 AUDITORY PERCEPTION OF BEGINNING CONSONANTS

Directions: Teacher reads the following words. Tell students to write t beginning letter of each word. Say the word three times. Have students write the correct letter next to correct numb on answer sheets.

1. rat 5. pick 9. mixture 13. kindness 17. sink
2. neck 6. break 10. winter 14. zebra 18. dump
3. green 7. tense 11. virtue 15. yesterday
4. leg 8. harmful 12. gem 16. front

Test 4 AUDITORY PERCEPTION OF FINAL CONSONANTS

Directions: The same as test 3. (Write the letter you hear at the end o each word)

1. stand 5. stem 9. flat
2. flag 6. man 10. barb
3. bark 7. tar
4. snarl 8. yes

Sheet not to be passed out

Test 5 CONSONANT BLENDS

Directions: I am going to read words which begin with two consonants which we shall call blends. A blend is a mixture of two consonants like bl in blend. You can hear a little of each letter. Write the blends you hear at the beginning of the following words:

1. step
2. tramp
3. crust
4. drive
5. glad
6. plum
7. clamp
8. from
9. smart
10. swim
11. grind
12. slap
13. blotter
14. flag
15. brim
16. prance
17. scum
18. spend
19. snap

Test 6 CONSONANT DIGRAPHS

Directions: I am going to dictate words which begim with consonant digraphs. A digraph is two letters that make one sound. Listen to the following words; then, write the two letters which make one sound which you hear at the beginnings of th following words. There is one word which has a digraph at the end. Write that digraph.

1. shape
2. charm
3. thing
4. what
5. this
6. sing

Test 7 IDENTIFICATION OF LONG AND SHORT VOWELS

Directions: Listen to the vowel sounds in the following words. If the vowel is short, write S and the letter for the vowel sound If the vowel is long,write L and the letter for the vowel sound.

1. pat
2. tone
3. mop
4. run
5. mute
6. tile
7. rest
8. pave
9. kid
10. eat

Sheet not to be passed out

Test 8 VOWEL TEAMS

Directions: Two vowels can work together and have one sound: some of these vowels are ee, ea, ai, ay, oa, oo, ou and ow. Listen to the words I dictate. Each word has a vowel team Write the two vowels which make the vowel team next to the number of the word which I dictate to you.

1. owl
2. cloud
3. boat
4. stay
5. peal
6. broom
7. pail
8. fleet
9. cook

Test 9 THE OI AND THE OY TEAMS

Directions: There are two teams of vowels which sound alike. Listen to the words I dictate. Each word has a vowel team. Write the two vowels which make the vowel team for each word and write it next to the number of the word on your answer sheet.

1. point
2. boyhood
3. coins
4. boiling
5. oyster
6. joyful
7. joint
8. toys
9. noise
10. spoil

SCORING KEY FOR BASIC SKILLS TEST

Test I IDENTIFYING UPPER CASE LETTERS

1. J D G W S H F O
2. V L K T M C A B
3. R Y N X I E U P
4. C I Q A Z

Test 2 IDENTIFYING LOWER CASE LETTERS

1. p t o c q s m z
2. v f a d w b j y
3. p k x h l n g r
4. u i e o

Test 3 AUDITORY PERCEPTION OF BEGINNING CONSONANTS

1. r	5. p	9. m	13. k or c	16. f
2. n	6. b	10. w	14. z	17. s
3. g	7. t	11. v	15. y	18. d
4. l	8. h	12. j or g		

Test 4 AUDITORY PERCEPTION OF FINAL CONSONANTS

1. d	5. m	9. t
2. g	6. n	10. b
3. k	7. r	
4. l	8. s	

Test 5 CONSONANT BLENDS

1. st	8. fr	15. br
2. tr	9. sm	16. pr
3. cr	10. sw	17. sc or sk
4. dr	11. gr	18. sp
5. gl	12. sl	19. sn
6. pl	13. bl	
7. cl	14. fl	

Scoring Key

Test 6 CONSONANT DIGRAPHS

1. sh
2. ch
3. th (voiceless)
4. wh
5. th (voiced)
6. ng

Test 7 IDENTIFICATION OF LONG AND SHORT VOWELS

1. S (a)
2. L (o)
3. S (ǫ)
4. S (ŭ)
5. L (u)
6. L (i)
7. S (e)
8. L (a)
9. S (i)
10. L (e)

Test 8 VOWEL TEAMS

1. ow
2. ou
3. oa
4. ay
5. ea
6. oo
7. ai
8. ee
9. oo

Test 9 THE OI AND OY TEAMS

1. oi
2. oy
3. oi
4. oi
5. oy
6. oy
7. oi
8. oy
9. oi
10. oi

Test 10 SYLLABICATION

1. pat / tern
2. han / dle
3. pu / pil
4. yel / ling
5. re / quire / ment
6. la / zy
7. rea / son
8. a / corn
9. trans / lu / cent
10. ba / con

Scoring Key

Test 11 PREFIXES

1. un (not)
2. re (again)
3. dis (not)
4. in (not)
5. mis (not)
6. sub (under)
7. pre (before)
8. trans (across)
9. con (with or together)
10. im (not)

Test 12 SUFFIXES

1. ly
2. ful
3. less
4. ness
5. ish
6. ment
7. able
8. tion
9. ous
10. ible

Test 13 ROOTS

1. pay
2. spell
3. forget
4. main
5. mean
6. lazy
7. comfort
8. speech
9. wise
10. understand

Test 14 MAIN IDEAS

(A) D

(B) B

(C) C

Scoring Key

Test 15 SEQUENCE

(A)		(B)		(C)	
A	2	A	3	A	2
B	1	B	4	B	4
C	5	C	1	C	7
D	3	D	5	D	5
E	4	E	2	E	1
F	7			F	6
G	6			G	3
H	8				

Test 16 OUTLINING

A Preparation for Study

I Materials - Needed equipment before starting.

a. paper
b. pencils
c dictionary

II Study habits to develop:

a. Don't let my mind wander.
b. Don't let small noises bother me.
c. Concentrate on my work.
d. Try to remember points of lesson without looking at book.
e. Fix in mind what I have just learned.
f. Look at the book again to see how well I remember the main points.

B 4 - H Projects for girls.

I Home - making projects:

a. Cook
b. Can
c. Sew
d. Home furnishings

C American Red Cross

I Wartime services

a. Collects and gives out supplies.
b. Helps family of soldier.
c. Helps soldier to get home.

II Peacetime services.

a. Provides food, shelter and care of people left homeless.
b. Classes in first-aid, swimming, life-saving.
c. Helps children of different countries to know each other better.

Scoring Key

Test 17 COMPREHENSION

Part 1:

1. yes
2. no
3. no
4. yes
5. no
6. no
7. yes
8. yes
9. yes
10. no

Part 2:

1. yes
2. no
3. no
4. yes
5. no
6. no
7. yes
8. no
9. yes
10. no
11. yes

Part 3:

1. d
2. b
3. d

Part 4:

1. d
2. c
3. c
4. d

Part 5:

1. c
2. d
3. d
4. b
5. c

Scoring Key

Test 18 DICTIONARY

Part 1:	Part 2:	Part 3:
1. C	1. C	1. 3
2. H	2. C	2. 1
3. A	3. C	3. 4
4. F	4. B	4. 3
5. I	5. A	5. 3
6. B	6. A	6. 3
7. D	7. D	7. 2
8. J	8. A	8. 2
9. E	9. B	9. 2
10. G	10. C	10. 3

Test 19 CONTEXT

1. C
2. B
3. D
4. C
5. B
6. C
7. D
8. A

Scoring Key

Test 20 VOCABULARY (9th grade)

Part 1:

1. knight
2. reigned
3. coarse
4. cereal
5. cellar
6. scent
7. vein
8. preys
9. idol
10. bough

Part 2:

1. S
2. O
3. O
4. O
5. O
6. S
7. S
8. O
9. S
10. S
11. S
12. S
13. O
14. O
15. O
16. S
17. O
18. S
19. O
20. O
21. O
22. S
23. S
24. S
25. O

Part 3:

1. C
2. B
3. C
4. C
5. B

Scoring Key

Test 20 VOCABULARY (non-graded)

Part 1:

1. knight
2. reigned
3. coarse
4. cereal
5. cellar
6. scent
7. vein
8. preys
9. idol
10. bough

Part 2:

1. O
2. S
3. O
4. S
5. O
6. S
7. S
8. O
9. S
10. O
11. S
12. S
13. O
14. S
15. O
16. O
17. S
18. O
19. S
20. O

Part 3:

1. G
2. F
3. E
4. I
5. A
6. B
7. H
8. J
9. C
10. D